School Strategic Plan for Swan Hill Primary School

1142

2016 - 2019

## **Endorsements**

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| Endorsement by School Principal | Signed……………………………………….  Name…Janet Barnard……………………………………….  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name…Josie Mack ……………………………………….  Date……………………………………………  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |

## **School Profile**

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| **Purpose** | Swan Hill Primary School provides a caring, friendly and supportive learning environment which caters for diverse and changing needs. Students are prepared to be lifelong learners, valued citizens and personal success is celebrated. |
| **Values** | At Swan Hill Primary School we acknowledge that all students can learn and grow given the environment is conducive to their learning needs.  *Our values encompass all the guiding principles and beliefs of:*   * Respect * Belonging * Responsibility and * Commitment |
| **Environmental Context** | Swan Hill Primary School is located on the land of the original owners, the Wamba Wamba people. The school is part of a residential area in the township of Swan Hill approximately 300 kilometres north of Melbourne. Currently there are 545 students enrolled at the school with 2.0 Principal class staff and 31.5 teaching and 13.6 support staff. This is an EFT of 33.5. In 2015, the School Family Occupation (SFO) when scored against all government schools was 0.62 this places the school in the second lowest quartile of disadvantage for government schools. The school is characterised by having 13% indigenous, 4.9% English as a second language (ESL), 2% Program for Students with Disabilities (PSD), 0.4% refugee and 50% female enrolments.  Swan Hill Primary School guarantees all students access to a broad, balanced and flexible curriculum, including skills for learning and life beyond school. Teachers will provide timely and targeted feedback to students on their work as well as fostering close links with parents and the broader school community.  The school will continue to strive toward ensuring all students are provided with equitable educational opportunities and outcomes regardless of socio-demographic background. |
| **Service Standards** | * *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.* * *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.* * *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.* * *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.* * *All students will receive instruction that is adapted to their individual needs.* * *Parents will be engaged regularly with regard to their child’s academic achievement and overall wellbeing.* * *All teachers will provide timely and targeted feedback to students on their work.* * *Students will play an active part in the development and review of the school’s behaviour policies.* * *The school will work cooperatively with neighbourhood schools to share good practice.* * *Students who are in and out of home care, indigenous, supported by the grogram for students with disabilities or 12 months below or above their expected level will have an Individual Learning Plan.* |

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| **Achievement** | | **Key improvement strategies** |
| **Goals** | Improve student learning outcomes, especially in Literacy and Numeracy. | 1. To build teacher capacity to teach 21st century skills in line with the Victorian Curriculum. 2. Optimise partnerships between all stakeholders with early year’s expertise. |
| **Targets** | 1. Student growth from years 3 to 5 in the NAPLAN are equal to or better than state means in Reading, Writing and Numeracy. 2. By 2019, teacher judgments against the Victorian Curriculum, in Reading, Writing and Number will indicate 85% (2015 – 80%)of students achieving at or above the expected level. |
| **Theory of action (optional)** | If we connect feedback to data about student actions and performance, then behavior will be more positive, progress will accelerate and curiosity will be enhanced.  If we systematically employ higher order questioning then levels of student understanding will deepen and levels of achievement will increase.  When teachers and students integrate digital technology purposefully and innovatively into their planning then the potential for deepening the learning and skill is enhanced. |
|  | **Actions** | **Success criteria** |
| **Year 1**  *Construct and Implement SHPS 21st Century Pedagogy.* | * Build staff capacity in relation to the delivery of explicit, feedback in a variety of forms. * Build staff capacity in related to questioning, across the curriculum. * Introduce the Victorian Curriculum and build teachers capacity to make accurate judgements in accordance with standards. * Implement the ICT Progression Implementation and Support Plan. | * Planners to include questioning, and or evidence of thoughtful consideration of questioning at planning meetings. * Professional development sessions conducted in relation to questioning, feedback, ICT, SHPS Pedagogy and the Victorian Curriculum, as indicated by Meeting Schedules. * Moderation of students work in relation to the Victorian Curriculum. * Evidence of SHPS Pedagogy in planning documents, key terminology used across classrooms, and pedagogy displayed in prominent locations around the school. * Time devoted to professional discussion and refinement of the pedagogy. * Evidence of ICT target practices in classroom practice and planning documents. |
| Optimise partnerships between all stakeholders with early year’s expertise. | * Develop a framework in the early years of schooling that involves partnerships between all stakeholders delivering early years programs | * Budget and staffing to reflect a focus on early years * Number of partnerships involved in the delivery of early years programs. E.g. Shire, Authentic Childhood, Eloquent Speech |
| **Year 2**  *Further embed SHPS 21st Century Pedagogy.* | * Continue to build staff capacity in relation to the delivery of explicit, verbal feedback. * Continue to build staff capacity in related to questioning, across the curriculum, * Embed the Victorian Curriculum and continue to build teachers capacity to make accurate judgements in accordance with the standards. * ICT Progression Implementation and Support Plan is embedded in classroom practices. | * Planners to include questioning, and or evidence of thoughtful consideration of questioning at planning meetings. * Professional development sessions conducted in relation to questioning, feedback, ICT, SHPS Pedagogy and the Victorian Curriculum, as indicated by Meeting Schedules. * Moderation of students work in relation to the Victorian Curriculum. * Evidence of ICT target practices in classroom practice and planning documents. |
| Optimise partnerships between all stakeholders. | * Refine framework involving partnerships between all stakeholders, in the early years of schooling | * Budget and staffing to reflect a focus on partnerships in the early years |
| **Year 3** | Continue with above actions, including reviewing and modification where appropriate based on evidence | * Consultation with staff to review actions. * Classroom practice to indicate a large shift toward a negotiated curriculum with the use of the 21st century pedagogy. |
| **Year 4** | Review school progress against actions and achievement milestones. | Progress against actions and achievement milestones is evaluated and documented. |

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| **Engagement** | | **Key improvement strategies** |
| **Goals** | Promote high levels of student engagement in learning and connectedness with their peers, their teachers, their school and community. | Build student connectedness and risk taking through implementation of targeted approaches. |
| **Targets** | 1. ATTS variables: School Connectedness(2015 – 4.37), Stimulating Learning (2015 – 4.19), Connectedness to Peers (2015 – 4.24), Learning Confidence (2015 -4.13 and Student Motivation ( 2015 – 4.58) to stay above the state mean. 2. SS: Components associated with School Climate ( 2015 – 83.8) to stay above state mean. 3. POS: Transition (2015 – 39.1) variable is above state mean. |
| **Theory of action (optional)** | When the school and teachers deliberately nurture the learning environment eg. through articulating values and celebrating success, then students are increasingly connected to their learning and higher expectations are developed.  If schools and teachers prioritize authentic relationships and high expectations, then curiosity will flourish. |
|  | **Actions** | **Success criteria** |
| **Year 1**  Build student connectedness and risk taking through implementation of targeted approaches. | * Review and refine the transition processes within the school. * Develop whole school approaches that give students a greater say in the decisions that affect their life and learning at school. * Strengthen and lift the profile of the school to build a greater sense of school pride. | * Review of the Transition Flow Chart undertaken. * Evidence of student voice and input in a range of forums. * Evidence of investigations into students having input into the learning process e.g. school visits, professional learning, and professional reading. * Establish team to drive focus on ‘school pride’ * Increased advertising via several 21st Century forms of communication. |
| **Year 2** | * Continue to focus on transition processes within the school. * Expand the use of the Inquiry model to promote risk taking, student curiosity and creativity. * Strengthen and lift the profile of the school to build a greater sense of school pride. | * Review of the Transition Flow Chart undertaken. * School documentation demonstrates evidence of student voice and input into a range of forums e.g. term and weekly planners. * Evidence of increased partnerships with community groups especially Koorie, EAL. * Increase in student enrolments – 550 and above |
| **Year 3** | * Continue with the above actions, including reviewing and modification where appropriate based on evidence. | * Review and modification occur as determined. |
| **Year 4** | * Review progress against actions and success criteria. | * Progress against actions and success criteria is evaluated and documented. |

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| **Wellbeing** | | **Key improvement strategies** |
| **Goals** | Develop student resilience and social skills to enable them to participate effectively in the community and situations they may face. | Build staff capacity to embed a whole-school focus on the promotion of positive relationships, student resilience and responsible behavior. |
| **Targets** | 1. **ATTS variables:** Student morale (2015 – 5.65), Classroom Behaviour (3.01)and Student Distress (2015 – 5.75) to be above the state mean. 2. **POS variables:** Parent perception of student behavior (2015 – 16.9) and student safety (2015 - 16.7) to be equal to or above state mean. |
| **Theory of action (optional)** | When the school engenders positive relationships and a respectful learning ethos (teacher/teacher; teacher/student; student/student) then a constructive attitude to learning and collaborations occurs, there is a calmness and safety in the learning and students feel free to question, debate, opine and seek support. |
|  | **Actions** | **Success criteria** |
| **Year 1**  Build staff capacity to embed a whole-school focus on the promotion of positive relationships, student resilience and responsible behavior. | * Continue to embed School Values, Bounceback, Kidsmatter and Real Schools approach, across the school. * Continue to build staff capacity in social and emotional learning to ensure consistency across the school. | * Demonstration of positive relationships and respectful learning ethos among all members of our school community. * School values and Kidsmatter remains a focus across the school. * All staff participate in Restorative Practices refresher training. * Wellbeing lessons are evident in planners and regularly taught. |
| **Year 2** | * Investigate as a team new approaches to Wellbeing e.g. ‘Positive Education’. * Provide ongoing training for staff in Restorative Practices. * Continue to seek opportunities for student voice and leadership      * Continue to optimise relationships, using the extra support of the Chaplain, Koorie Educator, and EAL Coordinator. * Investigate sustainable support for the Family Friendly Room, to continue to be based on school site. | * Changes in Student Engagement Policy actioned. * Restorative Practices implemented and evident. * Student voice strategy in place. * Feedback provided in surveys from parents and students. * Budget planning and staff issues explored |
| **Year 3** | * Continue with above actions, including the review and modify, where appropriate, based on evidence. * Further explore options for student voice. | * Review and modify as required. |
| **Year 4** | * Review school progress against actions and targets. | * Progress against actions and success criteria is evaluated and documented. |

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| **Productivity** | | **Key improvement strategies** |
| **Goals** | To ensure consistency and alignment of all aspects of school operations and resource allocations to achieving the school vision. | Allocate resources to optimize student outcomes. |
| **Targets** | 1. POS indicates General satisfaction in the top 50% of schools over the life of the Strategic Plan. (2015 – 41.5) 2. Staff Survey (components associated with climate) –  a. Collective Efficacy (2015 – 80.98) b. Collective focus on student learning (2015 - 93.71)c. Shielding/Buffering ( 2015 – 77.87)   Remain above the state mean over the life of the Strategic Plan. |
| **Theory of action (optional)** | When the school works strategically to optimise resource allocation, there is an improvement in outcomes. |
|  | **Actions** | **Success criteria** |
| **Year 1**  Allocate resources to optimize student outcomes. | * Purposefully allocate resources to best support the Strategic Plan. * Improve communication with the school and broader community. | * Human resources optimised, as demonstrated by roles and responsibilities * Official school budget is fully utilised * Different forms of communication used |
| **Year 2** | * Continue to allocate resources to best support the Strategic Plan. * Undertake asset stocktake * Embed communication with the school and broader community. | * Different forms of communication used * Asset report from auditing * Increased use of different types of communication |
| **Year 3** | * Continue with the above actions, including reviewing and modification where appropriate based on evidence. | * Review and modification occur as determined. |
| **Year 4** | * Review progress against actions and success criteria. * Continue to work with Leadership Team and Business Manager to optimise resource allocation. | * Progress against actions and success criteria is evaluated and documented. |